

It has always been a subject of regret at Scale How that since the departure of Mrs. Firth from the neighbourhood, the students have had no opportunity to learn that appreciation of Italian art which is so desirable for all.

This want has now, in some measure, been supplied.

Mrs. Firth kindly presented to the Scale How Library a book named "Tuscan and Venetian Artists," by Hope Rea, a book so fascinating in itself, and leaving the reader such a desire for more knowledge on the same subject that it is pre-eminently fitted to be an introduction to the subject of art generally, and Italian art in particular. On this account Miss Mason supplied the students with six more copies of the same book. These seven books are shared among the twenty-one seniors in turn, a copy being the private property of the student during one week. The books are not subject to library rules, but the librarian keeps a list of the holders, and sees that the books are passed on. A list of books and pictures in the library illustrative of the same artists or subjects, is kept, so that any one so wishing can enlarge her reading, and Miss Mason has proposed that a short examination should be set during the Christmas term, with possibly a prize for the best paper sent in. "Tuscan and Venetian Artists" is a book that can be enjoyed by all, even those who have no artistic knowledge and no predilection for Italian art. The writer has brought to the task a wonderful insight into the aims and inner meaning of the old masters, and without crowding the descriptions with technical details, each picture is made to live before the reader as being the expression of an idea dominating some great soul.

The value of the letterpress is further enhanced by good illustrations.

The publishers are J. M. Dent and Co., 29, Bedford Street, London, W.

THE SCOUT DISPLAY AT SCALE HOW.

SCENE.—A clearing in a North American Forest.

I. A small band of English explorers.

Captain Peewit, 4.

Others ... Peewits, 5, 9, 12, 18, 21, 22, 25, 27.

II. The Turpee Tribe of Indians.

Green Eagle Peewit, 1.

Braves... Peewits, 2, 6, 7, 10, 11, 14, 17, 19, 20.

Squaws and Child Peewits, 8, 13, 23, 24.

We were favoured with a glorious afternoon for our display, which was the product of our term's work. For the nonce, the garden round the Wordsworth's steps was transformed into a Canadian forest. The flower beds represented a prairie, and the rhododendrons, the forest from which Green Eagle, his squaws and braves appeared. The tribe was clothed in gaudy garments, fringes outlining the sleeves and trousers (clothes hastily converted out of the treasures in the property-box), and all wore the usual feather head-dress. The Indians stealthily crept from the depth of the forest, one by one. The Chief, foreseeing that the English would pitch their camp in the clearing, sent his braves to lie in ambush. Shortly afterwards the English appeared, and delighted with the spot, began at once to form a camp, after having *consulted the map and found their bearings*.

They all go off in search of logs *to build a hut*. A really good substantial hut is erected in the space of a few minutes. (We have had good practice in hut-building this term.) The Union Jack is hoisted over their new dwelling, and lustily cheered. Then all go off in search of water, leaving one man behind to guard the camp. Whilst on duty, thanks to the development of his *observation powers*, he

discovers an Indian feather. Immediately he climbs a tree, and *signals* to his companions in the *Morse Code*, "Indians!" His companions hasten to return, but not before the Indians have swarmed over the camp. The unfortunate signaller in his haste, falls and breaks his collar-bone, which is *skilfully bandaged* by one of his friends whilst the others are engaged in a skirmish with the Indians. The English are victorious, and bring back many prisoners, carefully attending to those who are wounded. The English captain forces the little Indian boy to help him *to track down* some of the fugitives. Finally peace is concluded, and the Chief shows his good will by taking a feather from his own and from each of his braves' heads and presenting them to the English Captain. They agree to have a meal in common. A famous *fire is lit* on the Wordsworth Steps, on which the kettle is boiled, and tea is offered to the visitors.

After tea Miss Mason distributed the tassels of honour. She asked each scout a question in turn, to see that she really merited her tassel. The following are a few of the questions:—

1. What birds have built in the verandah this year?
2. Where can you find a Spanish chestnut tree in the garden?
3. Give the Latin and English names of three insects found round Lily Tarn.
4. Name the mountains to be seen from the end of the terrace.

TASSELS.

Grades in Tassels are:—

Plain green, Pass. Green with black streak, Very Good. Green with black and white streaks, Excellent.

Tassels of Honour awarded this term are:—

I.—GENERAL EFFICIENCY.—(a) Making eight knots; (b) lighting a fire with two matches; (c) knowing the points of the compass from any given spot in this district (without a

mariner's compass); (d) showing skill in six First Aid bandages: (1) Broad sling, (2) narrow sling, (3) broken collar-bone, (3) broken forearm, (5) broken lower jaw, (6) crushed foot; (e) passing a test in tracking; (f) passing a test in observation (Scale How to Pelter Bridge); (g) passing a test in quick sight.

This Tassel was awarded to Peewits 1, 2, 3, 4, 8, 11, 12, 14, 18, 19. (Plain green.)

II.—NATURE LAW.—(a) Making an entry every day for a month in the Nature Note Book; (b) naming twenty flowers out of a choice of twenty-five, and giving the natural order of each; (c) giving the habits and life of twenty birds; (d) naming all the trees in either (1) Scale How garden; or (2) from Fairfield to the school (both ways); (e) finding six birds' nests.

This Tassel was awarded to Peewits 1, 2, 4 (green with black and white streaks). Peewits 5, 6, 10, 21, 8, 18 (green with black stripe). Peewits 22 and 24 (green).

III.—GEOGRAPHY.—(a) Making a map of Ambleside to scale; (b) making a map to show the position of the lakes in the Lake District; (c) making a rough sketch map to direct a stranger from the Golf House to Elterwater; (d) naming all the hills seen from Jenkin's Crag; (e) knowing the heights of Lough Rigg, Wansfell, and Helvellyn.

This Tassel was gained by Peewits 1 and 16 (green with black and white streaks).

IV.—HANDICRAFTS.—Awarded for a good term's work (2 grades only).

This tassel was gained by Peewits 2, 4, 7, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 23, 25, 26 (green).

V.—SIGNALLING.—(a) Sending and receiving messages (about twenty-four letters in three minutes) in the Morse Code; (b) making two signalling flags.

This Tassel was gained by Peewits 1, 2, and 3.

LIST OF ENROLLED PEEWITS.

Tassels.	Patrol Number.	Name.
1, 2, 3, 5	1	Mary Yates
1, 2, 4, 5	2	P. C. Kinnear
1, 5	3	I. Stephens
1, 2	4	E. West-Symes
2	5	Phyllis Bowser
2	6	Rosalind Bowser
4	7	E. L. Crowe
1, 2, 4	8	J. R. Smith
4	9	K. O. Orr
2	10	Dorothea C. Daniell
1, 4	11	D. Viney
1, 4	12	M. Gibson
	13	P. Wilkinson
1, 4	14	C. Cuscarden
4	15	L. Channing-Pearse
3	16	A. C. Drury
4	17	M. Deck
1, 2, 4	18	D. Chaplin
1, 4	19	C. Harvey
4	20	E. L. Jones
2	21	Faith Oliver
2	22	Nancy Williams
4	23	L. Marshall
2	24	Freda Humphreys
4	25	E. Frost
	26	D. Yeo
	27	D. Bradford
	28	C. E. Edwards

We hope to give in the *Pianta* a list of the Peewits who win Tassels during each term. We shall be very much pleased if any ex-students will send to our Scoutmistress, Miss J. H. Smith, the names of their pupils who have gained Tassels, that they may be published with the others. Miss

Smith's paper on "Scouting," which was read at the Conference, will appear in the *Parents' Review*.

J. R. SMITH.

BOOKS ADDED TO THE LIBRARY THIS TERM.

Art.

"Tuscan and Venetian Artists." By Hope Rea.

"Schools of Painting." By Mary Innes.

"Decorative Brushwork and Elementary Design." By Henry Cadness, Batsford, 94, High Holborn.

Biography.

"Vie de St. Francois d'Assise." By Sebatier.

"Lincoln." By H. B. Binns. Dent and Co., London. 4s. 6d.

"Some Famous French Women." By Louise Creighton. Longmans and Co., 39, Paternoster Row.

Geography and Travel.

"The Elementary Geography." Vols. I., II., III., IV., VII. Clarendon Press, Oxford.

Novels—Tales.

"Anne of Avonlea." By L. M. Montgomery. Pitman and Sons, London. 6s.

Essays.

"Aids to Reflection." By Coleridge. Ward, Locke, and Co., Warwick House, Salisbury Square.

"The Steps of Life." By Karl Hitty.

"Science from an Easy Chair." By Sir Ray Lankester. Methuen and Co.

"Man and the Universe." By Sir Oliver Lodge. Methuen and Co.

"The Condition of England." G. F. Masterman.

"Orthodoxy." By G. K. Chesterton. John Hare, London.

"Letters from a Veiled Politician." Everett and Co.,
42, Essex Street, Strand. 2s.

Education.

"The Education of the Child." By Ellen Keil (?). G.
Pitman and Sons, The Knickerbocker Press, New York.

Nature Study.

"Elementary Lessons in Astronomy." Lockyer.

"Book of Nature Study VI." Edited by John Bretland
Farmer. Caxton Publishing Co., Surrey Street, W.C.

Legends.

"Stories from Old French Romance." By G. Wilmot
Buxton.

"Eastern Stories and Legends." By Shedlock.

"Modern Utopia." By H. G. Wells. Chapman and
Hall, London.

English Language.

"Masters of Literature—Thackeray." Chesterton. George
Bell and Sons, London. 3s. 6d.

"Iphigenia in Taurus." G. Murray (trans.). George Allen
and Sons, 45, Rathbone Place, London.

"An English Course for Evening Students." By Adkins.
Sonnenschein and Co., 25, High Street, Bloomsbury, W.C.

MRS. CURWEN'S "CHILD PIANIST."

The music catalogues of to-day furnish us with the names of many different pianoforte methods for beginners, all of them good in their way, but they all have the one great drawback of presuming that the teacher who is to use them is a well-trained musician. Mrs. Curwen realised this when she introduced, about twenty years ago, her method, and knowing well how impossible it is for the all-round governess to devote many hours a day to piano study, she has written a guide for the teacher to use side by side with the

music books written for the children. It becomes actually possible by this method for the unmusical governess to train an unmusical child, as it appeals to the intellectual powers of both, and meanings are found in the work set that make the piano lessons an enjoyment to teacher and pupil. The main ideas that Mrs. Curwen sets before the teacher are that children must be taught to listen, that they should phrase their little exercises, and that they should learn to read music easily. It is not necessary for everyone who learns to play to become a great solo-performer, very few do; and it would be far better if many of those who torture the ears of people in drawing-rooms would realise this, and know the limit of their powers. Fine playing of very difficult works requires hours of practice daily, even by the most gifted; but everyone can learn to play small works to charm a listener, and better still, everyone can cultivate the art of listening with enjoyment.

Although it is possible to give the lessons on Mrs. Curwen's method with the help of the guide alone, it is better for the teacher to see a few demonstrated. Failing this, an example of one taken from Step II., Lesson I., may be useful. The teacher having provided herself with an egg-boiler to stand on the piano, with which to time the length of some of the exercises, starts with the finger exercises on page 2. Four or five may be taken. Careful grouping of the notes in each measure must be observed by accent being made on the first note of each group. A good accent is produced by lifting the finger (not the hand) upwards and backwards before striking the note; this gives a sharp clear sound without heaviness. The difference between the grouping in Exercise I. and Exercise IV. will be heard then clearly. Finger exercises should be done to the time of the boiling of an egg.

The pupil next plays and names the notes in Locality No. 2. Only one finger need be used. After which the teacher takes her place at the piano and plays various notes while

the child writes them, looking at the instrument, but not at the printed music. By this means pitch is learnt. It is curious to discover the vagueness with regard to pitch.

Then comes Exercise IV. The pupil plays this exercise with both hands, naming the intervals as she reads; then plays it again quickly without naming. In each lesson there are two interval exercises. One is enough for a lesson, or even half a line. By adding the second hand much facility is gained.

The Ear Exercises V. and VII. are best reserved for a separate lesson of a quarter of an hour's duration in a class if the teacher has several pupils, and we go on to Exercises VIa. and VIIIa. These are alike for time; therefore the pupil reads VIa. with time names first. The teacher beats the measure, counting clearly, and the pupil starts immediately on the second "one" saying to first measure, "Taa-a té, taa, taa," and so on to the end. The teacher must be careful to be able to use the time names herself fluently before taking the lesson, and to let every pupil realise that every beat has the sound *a* whether it be *ta*, *taa*, *a*, *aa*, *sa* or *saa*. If the time named is *té*, *é*, or *sé*, it must be between the beats, and will be played without accent.

Having "taa'd" this VIa. exercise without playing, VIIIa. can be read on the piano. After the first reading of notes with time names (with one hand) attention must be given to the rhythm or time pattern of the melody. Measures 2 and 3 being formed exactly on the same pattern as measure 1, and beginning on different notes are *imitations* of measure 1, so measures 1 and 2 are two separate phrases; the hand is slightly raised between them "to take breath" as in singing, or "to notice the comma," as in reading. Another "breath" before measure 3; but this third phrase is two measures long. Before the fourth phrase a longer "breath" may be taken—semicolon; measures 5 and 6 are alike, so 6 is called a *repetition* of 5, consequently two phrases and "comma" between, as in reading, for example, "We have

had a very, very happy afternoon. Measures 7 and 8 are one phrase. Hence there are 6 phrases in Example VIIIa., and a special accent must be made on the first note of each of the 6. Pupil to play this with both hands at least three times.

Duet I. may be taken at the same lesson. Attention must be called to the Italian words, and the same idea of phrasing followed as in Exercise VIIIa. just described. The pupil should "taa" the duet through, as Exercise VIa. was done, then play once as VIIIa., and then phrase. All this can be done in half an hour (if the teacher prepares the lesson well beforehand, and writes down all she means to do in the time) to one or two boilings of an egg for each exercise according to the capacity of the child. If she seems dazed and worried (as seldom happens in this method) then let one boiling of the egg suffice, and be sure the idea will come at the next lesson. This plan should be followed every day for a week, but VIIIa. is replaced by additional reading exercises III., IV., XXXVIII., XVII., and IX., in order that something new shall be read at each lesson, the teacher always following the example given in the way of phrasing.

Much more might be said with regard to dictation, additional and borrowed lines, unbarred sentences, and the beginning of scales, but the writer hopes that there is enough here to arouse the teachers' interest in Mrs. Curwen's method, and to help her to give lessons on it.

POETRY CLUB AND DEBATING SOCIETY.

As the Saturday Meetings of the Poetry Club had become rather dull, we decided during the Easter Term to enliven the Réunions by having "Sharp Practice" Debates once a fortnight. These were on the whole very successful, and gave excellent practice in quick thought and arrangement, as no one knew when, or upon what subject, she might be called

upon to speak. Among the motions, we may mention "That oranges should not be eaten in theatres" (not carried). "That we learn more from books than from experience" (carried). And "That life is a tragedy rather than a comedy" (not carried). We also had two most enjoyable Browning Evenings, and the musical items in both these and between the debates, contributed much to our pleasure.

The last meeting was a pre-arranged debate, the motion being, "That the speedy enfranchisement of the women of this country is necessary to the progress and development of the nation."

Miss Stephens, B.Sc., was the hon. proposer; Miss Cruse, the hon. opposer.

Some good speeches were made upon both sides, notably that of Miss Chaplin on the "Physical Force Fallacy." The motion was carried amid the joyous claps of the Suffragists.

The classroom was decorated with scarlet, green, and white, and many of us wore colours—purple, green, and white for militants; scarlet, green, and white for non-militants; and cerise, black, and white for anti-Suffragists.

P. C. KINNEAR.

SOME OF OUR BIRDS.

This year we have been much favoured by the birds, and have already seventy-six on our list, without some of the usual winter visitors, such as the Golden Eye Duck and Common Pochard. Through the early months the chaffinches were more plentiful and impudent than ever, and the rooks became exceedingly tame. The migrants have, on the whole, been seen early this year, and we have welcomed several only very occasional visitors. Perhaps first among these we may mention the black-headed bunting, who made his appearance in the Waterhead Marshes, where he later built a nest, with the aid of his lady. Presently two creamy olive eggs, covered with Egyptian cyphers, appeared in the tiny home, but whether or no they ever developed into wide-mouthed chicks,

the inviolable barrier of mowing grass prevented us from seeing. Later on, while scouting on Loughrigg, one of our patrol nearly fell over "Whitoowee," the woodcock, sitting glued to her nest, and when we were called to see, we gazed at nothing, as it seemed, till after a while there "grew" upon us from among the dead leaves, a long bill, and the dim outline of a bird with bright little eyes "'way up at the back of her head."

The owls have been rather tame, and very noisy for some months, and they frequently come to sit and hoot upon the spruce a few yards from my window. I have seen one barn and three tawny owls so far, but scarcely a night passes without the sound of their weird music among the hills.

This spruce is also much favoured by a pair of goldcrests, which always come in a gale, and seem to rejoice in having their tiny bodies tossed about in the wind. Some idea of their size may be given by the fact that the marsh titmouse—the smallest of the tit family—looks as huge by the side of a goldcrest, as does a thrush when compared with a sparrow.

A short time ago a sand-piper's nest was found about one hundred yards from Rydal Water. It contained four pyriform eggs, and in time there emerged two brown chicks. Little mother was terribly flustered when we went the last time, and did her very best to make us believe that she had broken both a leg and a wing. A pair of coots nested by the Promontory on Rydalmere, and presently from their eggs came forth two fiery-headed chicks, who spent their time either in swaying upon a reed, or in following one of their parents upon short aquatic excursions.

The spotted flycatchers, who have for several years built by the front door, have this season retired to the east corner of the verandah, and are rearing a healthy family, who lie very cosily in their lovely home in spite of several very wide and horny bills. Another set of babies lives off the Kirkstone Road, in a hole in a wall, and Mr. and Mrs. Redstart have their work about cut out for them to feed the children.

A pair of tufted ducks have spent the summer in Esthwaite Tarn, and, I believe, have nested there. I have also seen sheldrakes on Windermere during June; and the sand martin and whinchat have both visited us this year.

It would not be fair to close any account of our birds without mentioning one which has this summer been a subject of interest to most of us. The "Peewit Patrol" has been organised, and before being enrolled as a "Peewit," it is, among other things, necessary to know the life and habits of that bird. The first green plover appeared at Waterhead on February 22nd, and a large migratory flight of thirty-seven was seen on March 7th. Since then we have been meeting with "our" bird on Loughrigg, Brathay Moors, and beyond Outgate, while his plaintive cry is often heard echoing among the rocks and hollows, even when he is himself invisible. But it is not only to the study of the peewit that scouting has given impetus, as will easily be seen by studying the tests for the Nature Lore Tassel, two of which are "To find at least six birds' nests," and "To be able to recognise and tell about at least twenty birds of the district."

P. C. KINNEAR.

LETTERS TO THE EDITOR.

DEAR EDITOR,

It seems impossible to realise that another term has passed by since last we wrote. It is true that this term has been shorter than usual owing to the coming Conference. Mrs. Franklin paid us a visit early in the term, and her enthusiasm over it was so catching that the juniors begged to be allowed to attend, as well as the seniors, for they saw it was a unique opportunity. As we are going *en force*, the term has been shortened by a week, as it seemed useless to keep the remaining few at work.

Everyone enjoyed the evening given by Miss Edwardes on "The Life and Work of Robert Louis Stevenson." The essay, "Child's Play," from "Virginibus Puerisque," was read; also the description of the Manse from "Memories and Portraits." Other extracts were read from "Travels with a Donkey," and two of the poems from the "Child's Garden of Verse," set to music, were sung. Miss Edwardes collected her notes from the two books "R. L. Stevenson," by Graham Balfour, and "The Faith of R. L. Stevenson," by John Kelman, jr.

The long-looked-forward-to comet when it did appear was somewhat of a disappointment, but we did manage to see it, though it looked somewhat like a blurred star. The daylight comet seen last term had spoiled us, for we expected far greater things.

We spent a very eventful half-term at Furness Abbey. The guide, who was very keen and able at his work, was also something of a botanist, and showed us one or two rare specimens of flowers—the dusky and shiny-leaved cranesbill, wall pellitory, white herb Robert, and deadly nightshade.

Mr. Thornley paid us his usual delightful visit at the beginning of June, and this year we were favoured with the best of weather, so that we could make the most of everything. Miss Biggar will tell you more about it.

On the evening of June 8th, Schumann's centenary, Miss Humfrey read a most interesting paper on that composer, which Mr. Thornley seemed thoroughly to appreciate. "Träumerie" was played as a violin solo by Miss Yeo; the "Arabesque," "Whims and Seventh Novelette," were also given as piano solos. Miss Humfrey's notes were taken chiefly from "Great Musical Composers," by Ferris.

The juniors gave the seniors a delightful picnic one afternoon by the side of Rydal Water. Great amusement was caused by the fact that each senior had to find her allotted seat by means of a puzzle paper plate on which was a drawing representing her name; for example, a piece of cord and a

sprig of yew stood for "Cordeux"; a camel's hump and a free library for "Humfrey." After tea we were entertained with a competition. Names of famous persons were pinned on our backs, and we had to find them out by questioning, "Yes" or "No" being the only answers allowed. The winner, Miss Yeo, was presented with a book for guessing nine.

The children's play was a great success. It was entitled "Merriment and his Friends," and the children are to be complimented upon the way in which it was staged, and the ingenuity shown in arranging the costumes. As it was a fine day we all had tea in the garden. After tea we repeated the game of the juniors' picnic, substituting the names of flowers, trees, and insects for those of persons. Dolly won the prize, a geranium in a pot. Many of the old favourite games were played—the ring and the string, twos and threes, gap, string touch, etc.

We had the pleasure of a visit from Dr. Helen Webb at the end of the term. Whilst she was with us Miss Arscaden gave an evening on "Rudyard Kipling"; we were treated to extracts from "Kim," the "Just-so Stories," "Wee Willie Winkie," and the "Barrack Room Ballads," and three of the ever-delightful "Just-so Songs" were sung, i.e., "My First Friend," "Rolling down to Rio," and "The Camel's Hump."

Yours,

THE PRESENT STUDENTS.